

ANS 4931 Animal Sciences Senior Seminar

Monday 6th Period 12:50 to 1:40

102 Animal Sciences (Building 459)

Instructor: Dr. Jason Scheffler, and Mr. Kyle Mendes

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Course Overview and Objectives

At this point students are now professionals and should be able to communicate effectively about animal industry issues. The Animal Sciences Senior Seminar is designed to bring together several aspects of the undergraduate education. Aspects of speaking, writing, and synthesis of concepts to inform and educate peers about issues in the animal sciences are keys to a seminar class. We recognize that there are often multiple perspectives to a single issue. Individual perspectives are impacted by a multitude of factors such as education, previous experiences, career responsibilities, and social and economic ideologies. Senior animal science students should have an ability to communicate within a variety of conversational spaces effectively and logically. The objective of this course is to create conversational environment surrounding contemporary topics current in the animal sciences.

Course Assignments

Student participation in Senior Seminar will involve several assigned duties. These include, (1) provide an assigned perspective in a 3 to 4-person team in a moderated round-table conversation (topics will be assigned, twice during the semester), (2) submit a weekly written summary of the conversation, and (3) being present and attentive at each class.

The intent of the ‘conversation’ assignment is to actively and effectively represent your assigned perspective. While you may not necessarily agree with or support your assigned perspective on the issue, it is important to be able to effectively communicate that position. Therefore, your participation in the conversation will be evaluated for the effort given in synthesizing an argument that supports your perspective. This may occur through responses to moderator questions or directly responding to comments/statements coming from conversation participants. Students are expected to take an active role in the class. Depending on time remaining, instructors will ask leading questions to individual students. Discussion is intended to round out the conversation and reflect on the complexity of the topic and how it affects society.

1. Conversations will be In-Person in the classroom. Conversations will be constructed and delivered in 3 to 4-person teams. A Team-appointed individual will introduce the topic using a single PowerPoint slide and also introduce the participants in the conversation (maximum 5 minutes). Following the introduction, Team members will sit in roundtable format and participate in a moderated conversation (30 minutes). Each student on the Team must participate in the conversation and effectively represent their perspective. At the conclusion of the conversation, students and instructors will provide direct questions to members of the Team. Team members dressing in a fashion that best represents their perspective (i.e. lawyer,

farmer, consumer, regulator, activist, etc.) is encouraged. See scoring rubric for further detail on how conversations will be evaluated. **Teams, topic assignments, perspective assignments, and dates will be drawn at random by the instructors in the first week of class.**

2. Students will construct a written summary of each week’s topic. At a minimum, the summary will include; (1) a brief overview of the issue, (2) a synopsis of the perspectives presented, and (3) an additional contributions that you feel would enhance a better understanding of the issue. The summary must not exceed 750 words. The written summary will be uploaded on canvas (<https://elearning.ufl.edu/>) no later than Friday at 5 PM following the Monday presentation. Late submissions will receive a 20% reduction of score every 24-h the submission is late. Summaries will not be accepted from students that are either not present or not participating in the class. See the scoring rubric for further details.
3. Student engagement is encouraged by asking questions to the Team and responding to questions posed by the Instructors.

Make-up Policy

Given the limited opportunity for participation in conversations, make-up presentations will only be allowed in EXTREME cases and at the discretion of the instructor. If you know you have a conflict with your assigned dates, find someone to switch with and all students need to inform the instructor via email. For university policy on this topic, see:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Course Grading:

Instructor Evaluation of Conversation Team	30 pts	see scoring rubric
Instructor Evaluation of Individual	70 pts	see scoring rubric
Written Summary of Weekly Topics	100 pts (10 x 10) ^a	see scoring rubric
Participation	50 pts (10 x 5) ^a	

^a Based on 12 conversations (you will participate twice, thus no summary)

Grades will be based on the following rounded point totals:

A	100 – 95%
A-	94.99 – 88%
B+	87.99 – 86%
B	85.99 – 82%
B-	81.99 – 78%
C+	77.99 – 76%
C	75.99 – 70%
C-	69.99 – 68%
D+	67.99 – 66%
D	65.99 – 60%
D-	59.99 – 58%
E	Less than 57.99

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Course Schedule

Date	Activity
January 9	Course Overview Topic Assignment
January 16	No Class (Labor Day Holiday)
January 23	Guest Speaker
January 30	Conversation 1
February 6	Conversation 2
February 13	Conversation 3
February 20	Conversation 4
February 27	Conversation 5
March 6	Conversation 6
March 13	Conversation 7
March 20	Conversation 8
March 27	Conversation 9
April 3	Conversation 10
April 10	Conversation 11
April 17	Conversation 12

Instructor Evaluation of Team Presentation Scoring Rubric

Category	Point Value
Introduction of Topic	5
Addressing Core Questions	5
Comprehensive Representation of all Perspectives	5
Response to questioning	5
Use of supporting citations	5
Quality of PowerPoint slides & Team organization	5
Total	30

Instructor Evaluation of Individual Presentation Scoring Rubric

Category	Point Value
Utilization of Facts and/or Philosophical Reasoning	25
Participation in the Conversation	20
Speaking clarity, word choice, delivery, etc.	15
Engagement in the Role (Appearance & Attitude)	10
Total	70

Written Summary Scoring Rubric

Category	Point Value
Overview of Topic	2
Overview of Perspectives	4
Additional comment/input	4
Total	10

Software Use:

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Online Course Evaluation Process:

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at:

<https://gatorevals.aa.ufl.edu/students/> . Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>

Academic Honesty:

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see:

<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

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Services for Students with Disabilities:

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation 0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu/>

Campus Helping Resources:

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575,
www.counseling.ufl.edu

Counseling Services Groups and Workshops Outreach and Consultation Self-Help Library
Wellness Coaching • U Matter We Care, www.umatter.ufl.edu/

Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>

Student Complaints: (Residential Course) <https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/> , and (Online Course) <http://www.distance.ufl.edu/student-complaint-process>